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ABSTRACT

This publication is designed as a reference book for business teachers and school administrators who are concerned with present and future problems of administering and supervising business education at the secondary level. Chapter I details the roles and responsibilities of the business education department chair who is administrator, supervisor, and teacher. Chapters II through VI address curriculum planning; budget items, including equipment and supplies and materials; instructional practices (staff orientation, scheduling, textbooks and support materials, supplementary text, software library, inventory, and program promotion); student organization (Future Business Leaders of America); and professional growth. Appendixes include a sample department overview; textbook evaluation criteria; software evaluation criteria; advisory committee information; Future Business Leaders of America materials list; and business and office education materials available from the North Carolina Department of Public Instruction. (YLB)

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HANDBOOK FOR BUSINESS DEPARTMENT CHAIRS

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FOREWORD

All schools are interested in improving their efficiency and effectiveness. In order to accomplish this task, it is necessary that some process of leadership be organized. One process in the secondary school has been in the form of departments.

This publication, A HANDBOOK FOR BUSINESS EDUCATION DEPARTMENT CHAIRS, was compiled as a reference book for business teachers and school administrators who are concerned with present and future problems of administering and supervising business education at the secondary level.

The next decade will bring marked changes in business education. It is the duty of business educators to prepare for these changes. In order to truly be prepared for the future, we must (1) *devote much time to keeping ourselves attuned to the most current developments of the present;* (2) *devote some time to thinking about what may happen in the future*; (3) *remain flexible enough to accept willingly those changes which are necessary; and* (4) *work diligently to make those changes that will result in improved instruction.*

There has been no intent to provide an all-inclusive, comprehensive, inexhaustible list of activities to help create a favorable impression of the business department. You may agree with many suggestions that have been made for the promotion of your business department; yet, you may heartily disagree with others. As educators, we are responsible for the public relations image created by our departments existing in our schools and in our communities.

As business educators, we must continue to exhibit the Jonathan Livingston Seagull qualities rather than the Rip Van Winkle qualities.

Hattie J. Blue
Chief Consultant
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November 1988

HANDBOOK FOR BUSINESS DEPARTMENT CHAIRS

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I. ROLES AND RESPONSIBILITIES

A business education department chair in the secondary school is an educator who has a distinct triad of functional responsibilities. These responsibilities encompass the combined roles of administrator-supervisor-teacher.

As a fellow administrator, the department chair cooperates with the principals, central office administrators, and other department chairs in coordinating and unifying the program of instruction within the school. Among the specific responsibilities are short- and long-range planning, special inter-departmental program developments/assignments, and general committee activities.

In a supervisory capacity, it is mandatory that the department chair be readily accessible to staff and students, and act as listener, confidante, clarifier, subject matter resource person and human relations expert. The full staff should be involved in departmental decisions. This helps build high morale, pride in professional excellence, and create harmonious team relationships necessary for successful departmental operation and growth.

As a teacher, the prime responsibility of the department chair, is to perform as an instructional leader. The department chair should make it a point to teach a range of courses, including those serving all ability levels of the student population. From time to time, it may be desirable to give demonstration lessons in some phase of the instructional program as assistance to new teachers or teachers working in a new subject area, or as an introduction to a new teaching method or departmental course. By proper example, the leader can set the pace for the department, instill the desire to improve the instructional quality, and influence overall attitudes and performance.

Departmental Meetings

Planning productive department meetings is a key aspect of the chair's duties. A successful meeting will follow an agenda--one that is publicized in advance if possible. Department meetings that are successful are those that contribute to solving teacher problems, result in a meaningful exchange of ideas, or result in learning from stimulating speakers. Routine business matters are better handled by bulletin or other written communications.

Sometimes a shared meeting with other departments can be profitable. These meetings might focus around department projects, involve participation of department personnel, utilize resource consultants, or concentrate on solving department and school problems. Guidance counselors and administrators should be invited when the meeting would be of particular interest to them.

Budgeting

One of the most important functions of the business education department chair is the planning and preparation of the budget. The budget is the financial plan of operation for the educational program. It expresses the hopes and aspirations of everyone involved--the department chair, teachers, administrators, school board members, and the public. The end result should be improvement of instruction for the students.

In the "good old days," budgeting was not a function associated with any specific department. However, school reorganization, today's complex society, the knowledge explosion, technological advances, varieties of teaching techniques, and financial pressures have brought about many changes. One such change is departmental budgets.

Procedures vary, but the guidelines under which most schools operate are similar. The department chair has the responsibility of establishing and maintaining a financially sound program that is in line with the philosophy and objectives of the local education agency. The budget must be planned, submitted to the administration, defended, and finally carried out. Part III, I ITEMS, goes into more detail on this subject.

Lead Teacher

The business education department chair has a number of routine responsibilities inherent in the position. These are day-to-day or periodic duties essential to the smooth functioning of the department. Some of these responsibilities are:

1. Requisitioning books, supplies, equipment, and repairs.

2. Distributing books, supplies, and equipment to staff.

3. Instructing and supervising teachers concerning the collection of fees and fines.

4. Providing an accounting of school property at the end of the year or as needed.

5. Promoting the use of the media center and audiovisual aids by all department personnel.

6. Arranging for the sponsorship of activities and special projects for which the department is logically responsible.

7. Evaluating textbooks and materials for adoption.

8. Holding conferences with students, parents, and teachers.

9. Holding conferences with publishing, machine, and audiovisual representatives.

10. Devising security precautions for equipment and supplies.

11. Preparing budget estimates for the department.

12. Initiating and/or cooperating in the application for federal and state funded projects.

13. Articulating work with the other department chairs within the school and business departments of other schools.

14. Carrying out directives of school administrators.

15. Serving as liaison between department, vocational director, and state department consultants.

No matter what the job description says or how diverse, complex, or demanding the duties and personal interactions (on all levels--internally and externally), a business department chair is an educator...an educator who continually performs as the three-in-one person whose functional output includes administration, supervision, and teaching.

II. CURRICULUM PLANNING

High on the list of priorities for the department chair is the development of a comprehensive curriculum whose design meets the specific needs of the students and the community, as well as reflecting the changing needs of the business world. Consequently, the department head must become knowledgeable about the existing program, and after reviewing it, make a determination about the specific needs of the students and community. Any changes, revisions, additions, or deletions should be made with the full cooperation and participation of the staff. It can also be productive to have student participation in curriculum development.

Additions and changes should be carefully worked out and put into proper form before being presented to school administration. It is the department chair's responsibility to explain, clarify, promote, and sell the new proposals.

As an aid in deciding on curriculum offerings, the guidance department may conduct a periodic follow-up of graduates. Local job market analysis and employer feedback are further aids in determining needed changes and revisions. The department chair should be thoroughly familiar with the vocational education information system (VEIS) data on graduates of the program.

Although there have been many changes in the business education curriculum during the past decade, it is inevitable that the next decade will see changes that are both more numerous and more significant. As the world in which we live and work experience rapid change, then too, must the business education curriculum if it is to keep pace with the times. A thorough familiarization with the PROGRAM OF STUDIES is a must for every department chair.

During the next decade, we will see additional changes in the business curriculum. Among these will be:

1. Content and equipment will change to keep pace with the times.

2. Teaching methods will change as newer and better ways of providing instruction are adopted.

3. Courses will be shortened as the length of the time required to develop employable skill decreases by the use of more effective training devices and media (shorthand and keyboarding/typewriting fall into this category).

4. Courses will be lengthened due to an increase in the number and complexity of skills needed for certain positions (Computer Applications falls into this category).

5. Emphasis will shift in certain courses (in typewriting, more emphasis will be placed on accuracy; in accounting, more emphasis will be placed on computerized systems).

Department Overview

The business department chair should be an advocate of the business program and be able to give an overview of the program at all times. An overview should include the philosophy and objectives, enrollment history and trends, procedures for course selection and deletion, student registration procedures, class scheduling, and the process by which Future Business Leaders of America is an integral part of the curriculum.

Periodic assessments of the business program is a necessity. A well-developed and administered follow-up system will aid in maintaining quality results by showing what is worthwhile in the present program and what needs to be examined for the future. One of the most valuable sources of information about the program is its product--the graduates. By using the data obtained through the VEIS, forms valuable information can be obtained in support of the program.

Appendix A is a sample overview of a typical business education department. This kind of information should be general knowledge and readily accessible within the business department.

III. BUDGET ITEMS

The budget has been described as a financial request which is included in the financing of an educational plan. In planning the budget, the department chair should examine past accomplishments, present needs, and future considerations.

Answers to the following questions are important as they apply to the past:

1. What has been the school's growth in the past several years?
2. How has this growth taken place in the business education department?
3. What changes have been made in the curriculum in the past?
4. How have the needs for equipment and other materials been handled in the past?
5. Have the needs of the student and community been met?
6. Does follow-up information reveal the effectiveness of the curriculum?

Answers to the following questions are important as they apply to the present:

1. What is the projected enrollment for the school, as well as the business education department, for the coming year?
2. What additional equipment, supplies, and materials will be needed?
3. What immediate changes in the curriculum are being planned?
4. What budgetary requests must be made to meet these needs?
5. Are replacements of equipment to be made?
6. What new instructional media is essential in carrying out a sound program of business education.
7. If funds are limited, must a priority listing be made?
8. How does the current program fit into the future education plans of the community?

Consideration must be given to future plans. These plans must be flexible and subject to adjustment annually. Therefore, these questions may have application:

1. What is happening in the business world that will have implications for the future curriculum?

2. Is there a need for planning purchase of equipment and/or supplies over a short-term or long-term basis?

3. Will the rental or leasing of expensive equipment be done?

4. Will the ability of the community to finance education change?

5. What is the trend for financing education?

6. What are the specific sources of funds for the business program?

These are typical questions that need to be answered in analyzing the various factors that influence good budget procedures. Through careful planning, a budget will have much to do with improving the quality of instruction.

Budgeting should be considered as a year-round activity. Develop a special filing system for it. Make decisions before the due date of the budget request. Budget request items usually include:

Equipment. This is the major item involving a larger expenditure of money. In the event funds are limited, it is still advisable to make requests for equipment requiring large expenditures even though they may be denied.

Supplies and Materials. This category will be for the usual and special items that are normally consumed through use and cost less than items classified as equipment. Because of the characteristics of business education compared to areas of English or social studies, for example, the need for supplies of a special nature is greater. Items particular to the business education program would be typewriter/printer ribbons, typing paper, envelopes, copy holders, etc. Ordinary supplies used in all classrooms, such as computer paper, chalk, pencils, erasers, paper clips, tape, staples, etc., should not have to be budgeted but stored centrally and available upon request by any teacher or department whenever needed.

Repairs. This category is usually for the type repairs that are common to business education, such as those needed for typewriters, computers, printers and other business machines. A specific repair schedule should be observed in order to minimize disruption of the instructional process. A repair record should be maintained on each piece of equipment. Essential elements of a repair record are:

Machine Make
Serial No.
Year Purchasd
Warranty
Room No./Machine No.
Date Reported
Nature of Repair
Date Repaired
Service Representative

Audiovisuals This usually involves a listing of film rentals, purchases of films and filmstrips, video tapes, slides, transparencies, and all other items of similar nature. It may also be necessary to formally request audio-visual equipment, such as projectors, screens, overheads, tape players, VCRs, etc.

Supplementary Materials. Magazines, newspapers, books, computer software, and other instructional materials are essential in the classroom. Departmental libraries need to be established and kept current. Teachers as well as students have special needs in business education and budgets should include requests for these essential materials.

Travel. It has become vitally important to have budget monies for travel purposes. Secondary schools have representation at all vocational/business education meetings. This may involve traveling to:

National conventions
State meetings and conventions
Area department chair meetings
Vendor equipment shows
Coordinator's meetings
Visiting business offices
Meetings of professional organizations
Vocational student organization meetings
Inservice meetings

All teachers in the business education department should have an opportunity and be encouraged to request monies for these purposes.

If the department chair develops an attitude of cooperation, willingness, and honesty with department staff and school administrators, the job of preparing the budget will be exciting. It is a continuous process, not to be considered as a "once-a-year" shot in which decisions are made at one time. Budget planning is an important responsibility because it involves the expenditure of money. There is a theory that money spent in training students, directly or indirectly, pays big dividends.

IV. INSTRUCTIONAL PRACTICES

Staff Orientation

With each new addition to the staff, the department chair is responsible for orienting the newcomer to the department and to the school. A new business teacher should be provided with curriculum guides or course-of-study, outlines and copies of the textbooks and materials used in the classes. The department chair should also acquaint the new teacher with the objectives, standards, expectations, and policies of the department.

Orientation also extends to substitute teachers. Here the department chair is responsible for instructing substitutes in their duties and making certain that absentee teachers have left complete classroom instructions to cover their period of absences.

Similar supervisory activities may be required if the department is called upon to cooperate with local colleges in providing experience for student teachers.

Scheduling

Fitting the right teacher to the right combination of classes is another important responsibility. The department chair should be thoroughly familiar with the strengths of each teacher and work within those guidelines. Teachers should be consulted on their subject preferences, and all assignments should be discussed personally. Many business teachers may have a particular area which they feel strongest in interest and preparation. Having a strong teacher in each subject offered is desirable; it is also desirable that teachers develop flexibility and be able and willing to handle multiple business offerings.

The assignment of co-curricular and extra-curricular activities are usually handled by a school administrator. These assignments should be made cooperatively with the department chair, thus, allowing for adequate student supervision in the necessity of teacher absence.

Textbook and Support Materials

Through the State Board of Education textbook adoption policy in cooperation with the State Textbook Commission, the business education department chair should provide leadership in the evaluation and selection of textbooks and other instructional support materials.

The criteria by which publishing companies submit business education textbooks for adoption are found in Appendix B. The selection of textbooks requires that all teachers be aware of the latest developments in teaching methods and trends impacting on the curriculum.

Supporting the thrust of today's information society is a kaleidoscope of computer software that enhances communications and the processing of information. With the rapidity of change in the business environment, an added thrust has been placed upon the business education program--that of maintaining a computer software library of the various business applications that are performed in the business world. Essential elements of a software library would include:

Software Name
Version
Equipment Requirements
Location
Courses/Applications

The explosive development of computer software makes it necessary to establish criteria to evaluate it as well. Appendix C provides sample forms for the evaluation of computer software.

Inventory

A department chair should at all times have a complete record of all equipment and furniture in the department. Essential elements of an inventory records are:

Item
Serial No.
Date Purchased
Vendor
Cost
Room No.
Date Traded/Discarded
Remarks

Program Promotion

With the vast array of electives in a school curriculum, it is not enough to have a well equipped department, a well trained staff, and employment opportunities waiting for trained employees, and expect students to automatically elect business courses. We must market the benefits of business education.

Marketing activities should be targeted for three different publics: (1) the general public, parents, and the business community through an advisory committee; (2) the general school administration, other teachers, and guidance personnel through program brochures and open house; and (3) students through Future Business Leaders of America activities, which by their nature serve to promote good public relations for business education.

Advisory Committees. The department chair has a real opportunity and responsibility in establishing good community contacts and making the instructional program and activities known to parents and the business community. Formation of an advisory committee made up of local businesspersons provides an excellent two-way communication channel to the business community. It would be very much in order for the department chair to volunteer as a speaker before community groups and to use slide presentations of department offerings, equipment, and activities. Appendix D provides information on the formation and functions of an advisory committee.

Brochures and Open-house Effective handouts and brochures need not be elaborate. They should be written in a clear, concise manner with a specific audience in mind. The advantages of enrolling in business courses should be clearly pointed out. Hosting an open house or reception is a good way to focus attention on the business department and the training it provides. The open house may be a part of traditional parents night activities, or as a means of acquainting students within the department and the school of the relationship between the business classes and their career goals--they may not be aware of all the classes that are available.

Future Business Leaders of America. The enthusiasm of FBLA members generates the best type of department recruitment--word-of-mouth testimonials. To be most effective, group activities should be an integral part of the business instructional program. Publicize organization activities, trips, and projects so that the entire school knows that the business department is a dynamic and fun place. Display plaques, certificates, and ribbons received for chapter members' involvement. Also, publicize the community contacts that members make as a result of their participation in department activities.

V. STUDENT ORGANIZATION

The student organization, Future Business Leaders of America, is an important component of a business education department. It provides an excellent opportunity for students to develop leadership ability and to expand their knowledge of business through local, state, and national contests, service projects, and business-related activities of various kinds.

Whether the department chair serves as the main adviser or as a support adviser, it is a position of distinction for a business education teacher. Necessary documents in the department are copies of the official state and national handbooks which describe the purposes, goals, and objectives; and copies of the national and state competitive events guidelines which gives the eligibility requirements of all the competitive events.

No organization can be successful without the enthusiastic support of students. All students should be provided with the opportunity to participate in FBLA activities. Time should be spent in each class describing the goals and objectives. Students should be fully aware that participation in FBLA provides opportunities to complement the instructional program.

Developing Leadership Skills

One of the purposes of FBLA is to develop leadership qualities among its members. The adviser has an important role in achieving these purposes. Preparing students for leadership roles in the student organization include assisting students in personal development, sending student representatives to district, state, regional, and national student vocational organization activities.

Through participation in the various service, social, fund-raising, and educational activities, each member--not just the officers--can have opportunities to develop leadership skills. Planned leadership training sessions for chapter officers and members are important. In addition, the sessions can emphasize the skills that officers need to carry out their responsibilities. Training sessions should focus on working in/with groups, learning parliamentary procedure, and developing communication skills, both oral and written. Role-playing and simulated activities in these areas can be incorporated into the training sessions.

Materials for use with FBLA activities available from the state and national officers are listed in Appendix E.

Competitive Events

Acquaint students with the opportunities for participation and competition (both group and individual) and help them develop the necessary skills and knowledges needed. Contests cover areas such as typewriting, shorthand, computer applications, accounting, parliamentary procedure, public speaking, job interview, as well as chapter projects. Participation in district, state, regional, and national meetings and contests either as an officer or a contestant is a positive motivational device for members at the local level.

Planning Activities

Well-planned program activities appropriate to the interest and ability levels of the members add significantly to their development. The following guidelines can be helpful in planning and selecting activities.

1. Encourage a well-balanced program of activities.

2. Keep the activities on the levels of members; developed by students under supervision.

3. Encourage selection of activities that will challenge every member.

4. Ensure that most of the activities relate in some way to the educational objectives of the program.

5. Avoid planning activities beyond the financial capability of the organization.

6. All activities should be clearly stated and understood by the members.

7. Do not undertake too many activities.

Guide your officers in setting up a monthly calendar listing each activity and its meeting date.

Evaluating the Chapter

Evaluating the chapter's activities, goals, meetings, training programs, and projects should be an ongoing process since evaluation is the key to improvement. Evaluation should focus both on procedures and accomplishments.

1. How efficiently were meetings conducted?

2. How well were projects organized?

3. How effective were membership campaign techniques?

4. How many members participated at district and state events?

5. How much money was raised (if appropriate)?

6. How did students benefit from membership?

Periodically, all staff members should be involved in assessing the chapter's effectiveness in meeting its goals and serving its members. Advising a student organization requires time and effort by the business teacher. An active chapter, however, can add significantly to the educational experiences of students and to the business department.

VI. PROFESSIONAL GROWTH

The effectiveness of business teachers in the classroom is partially dependent upon their professional attitudes and interests. Creative teaching is a mark of a professional business teacher. It begins with carefully planned objectives that define student growth and achievement in knowledges, skills, attitudes, and understandings from each assignment or unit of study. Although opportunities for innovative teaching vary somewhat in different communities, with difference groups of students, and with different individuals, a business teacher who recognizes and fulfills professional obligations and responsibilities is more likely to also be creative and imaginative.

Upon completion of requirements for a baccalaureate degree, and a valid teaching certificate, along with the development of the personal and professional attributes necessary for teaching, an individual is ready to enter the profession. To be distinguished as a professional, a business teacher should: (1) have high ethical standards; (2) establish and maintain good teaching-learning environments; (3) establish rapport with co-workers; (4) fulfill expectations of supervisors; (5) cultivate and promote good relations with the community; (6) continue educational growth through formal graduate programs, self-evaluation and improvement methods, reading professional books and periodicals, and actual work-related activities; and (7) participate and become involved in professional organizations, business and civic, in order to be aware of innovations, laws, and standards.

High Standards of Ethical Behavior

The professional business teacher maintains high standards of ethical behavior which include the following:

- Recognition of and respect for each student as an individual
- Respect for the confidences of students
- Respect for the integrity of co-workers
- Recognition of the difference in roles of teacher and student
- Recognition of the importance of maintaining the best possible learning environment
- Respect for, and adherence to, school regulations

Participation in Professional Organizations

The professional business educator will become an active member of local, state, and national professional organizations. Such membership will provide many publications that enable the teacher to keep abreast of current research, new methodology, and teaching procedures. Since business education teachers should take an active part in the development of new programs, professional information about new developments in business education is of increasing importance to them. Specialized information provided by professional organizations can provide the assistance needed to bring about

needed curriculum changes. The value received from professional magazines and research, coupled with in-service workshops, seminars, and conferences, adds a measure of professionalism obtained in no other way.

The professional business education organizations of particular interest to business teachers and prospective business teachers in North Carolina include the following:

National Business Education Association. This national organization has concern to, and interest in, business education and business teachers. NBEA conducts an annual national convention, publishes the BUSINESS EDUCATION FORUM and the NATIONAL BUSINESS EDUCATION YEARBOOK, and provides other services and materials for business teachers. The program departments of NBEA are: post-secondary schools, National Association of Business Teacher Education (NABTE), administration and supervision, National Association of Business Education State Supervision (NABESS), and the International Society for Business Education (ISBE).

Southern Business Education Association. This is one of the five regional associations of the National Business Education Association. North Carolina business educators who belong to NBEA also are members of SBEA, which holds an annual convention and publishes newsletters.

North Carolina Business Education Associaton. The state business education association has membership open to all business educators and college students enrolled in business teacher education programs. NCBEA holds an annual meeting and publishes newsletters.

American Vocational Association. This is the national organization for all vocational teachers and administrators. The Business and Office Education Division has a representative on the AVA Executive Board. AVA holds an annual convention and publishes the VOCATIONAL EDUCATION JOURNAL monthly.

North Carolina Vocational Association. The membership of this state vocational association is comprised of teachers, teacher educators, and administrators associated with vocational education programs. The Business and Office Education Division has a representative on the NCVA Executive Board. NCVA co-sponsors the annual Vocational Education Summer Workshop.

Membership in honorary societies is available by invitation to undergraduate and graduate business education students.

Pi Omega Pi. This is an honor society in business education which promotes scholarship and a professional spirit at the undergraduate level. Membership is open by invitation to business education students in universities and colleges where active chapters are located.

Delta Pi Epsilon. This honorary graduate business education society, with its invitational membership, promotes research in business education and publishes the DELTA PI EPSILON JOURNAL and THE BUSINESS EDUCATIONAL INDEX as well as other occasional pronouncements.

KEEPING UP TO DATE THROUGH PROFESSIONAL LITERATURE

Professional literature should become a part of every professional business teacher's regular reading. In addition to the journals and yearbooks published by professional organizations presented earlier in this section, some well-known professional journals for business educators are:

Balance Sheet	South Western Publishing Company 5101 Madison Road Cincinnati, OH 45227	Free
Business Education World	Gregg Division, McGraw-Hill Book Co. 1221 Avenue of the Americas New York, NY 10020	Free
Journal of Education Business	Heldref Publications 4000 Albemarle St., NW Washington, DC 20016	$28 annual subscription
Business Exchange	Houghton-Mifflin Company One Beacon Street Boston, MA 02108	Free
Viewpoints	MPC Educational Publishers 3839 White Plains Road Bronx, NY 10467-5394	Free

The professional business teacher should also be aware of the many free and nominal cost materials that can be obtained from business, industry, and professional organizations. Examples of materials sources include the Independent Insurance Agencies, Association of Information Systems Professionals, Professional Secretaries International, and the American Management Society.

OBTAINING INSERVICE EDUCATION

In-service education is essential for teachers to keep up to date with materials, equipment, and concepts in a rapidly changing business world. In-service education should include practical work experience as well as various types of programs designed to upgrade teaching competencies. Meaningful programs can be conducted in each school or in each area, either before or during the school year. Local administrative agencies in the same district can cooperate in bringing together resource persons to present new equipment, materials, and concepts. To grow professionally, teachers must be willing to devote time to in-service education.

WORKING WITH PROSPECTIVE TEACHERS

An important responsibility of the professional business teacher is to serve as a model for the prospective business teacher. The guidance and leadership abilities shared may have a lasting effect on the student teacher's success as a classroom teacher.

PUBLIC RELATIONS

The business teacher must utilize all facilities available for creating a close working relationship between the business classroom and the local business community. The use of news media, bulletin board displays, open house, and personal conferences with citizen advisory committees will improve public relations. Membership in local civic organizations is also beneficial in promoting good public relations. By actively participating insofar as possible in the business and professional ogranizations and activities of the community, the business teacher can keep the public informed about the work of the department, the types of preparation being offered, and the manner in which the business department serves the community. Suitable publicity should be given to the work of the business department, as well as the achievement of its business students and graduates.

VOCATIONAL STUDENT ORGANIZATION ADVISER

Although one business teacher should be designated as the Future Business Leader adviser, each teacher in the business department should share the responsiblity for making membership in an active FBLA chapter available to all business students. Areas of individual responsibility may be determined by mutual agreement, but the ultimate success of chapter activities will depend on the professional attitude and cooperation of all business teachers.

ADVISORY COMMITTEE

Professional business teachers will assume their share of the responsibility for organizing a business advisory committee and coordinating its activities. Such a committee can provide valuable input in the area of program planning and evaluation as well as by working directly with student groups as resource persons.

STATE DEPARTMENT OF EDUCATION

The business teacher should be familiar with the services and materials provided by the Business and Office Education section within the Division of Vocational Education. Services and/or materials are provided in five areas: (1) technical assistance, (2) curriculum development, (3) personnel development, (4) marketing/public relations, and (5) vocational student organization management.

Sample Department Overview

Appendix A

BUSINESS AND OFFICE EDUCATION DEPARTMENT

The Business and Office Education Department of XXXXXXXXX High School is designed for the student who plans to enter the world of work upon graduation, the student who takes business courses for enrichment, and the student who wishes to pursue further study. The following courses are offered: Keyboarding/Typewriting, Advanced Typewriting/Word Processing, Business Math, Shorthand I and II, Computerized Accounting I and II, Administrative Support Occupations I and II, Computer Applications I and II, Principles of Business, Business Communications, and Introduction to Computers. Four classrooms are provided as teaching stations for these courses.

The four teachers who make up the staff of the Business and Office Education Department hold Vocational A, and Masters degrees in business and office education. The teachers of the business education staff have had a broad background of experiences in both the classroom and the world of business.

A laboratory approach is used in teaching business courses. Teachers strive to correlate business courses with other subject areas to make them relevant to current office trends and to the personal needs of students.

A variety of methods that are appropriate to each course of study is used to evaluate student progress and to serve guidance and instructional planning purposes. Opportunities to develop and apply leadership social, civic, and business-related skills are provided through Future Business Leaders of America (FBLA), the vocational student organization for Business and Office Education students.

Students who do not follow the business and office education curriculum but elect one or more business courses acquire skills that will enrich their lives. Those students who complete the business and office education course of study should acquire a variety of salable skills they will need to pursue a career in the business field.

FOREWORD

Faculty members of the Business and Office Education Department are aware that the only true measure of the success of their teaching is the influence it has on their students.

The four full-time teachers, with a total of seventy-three years of business teaching in XXXXX County, have received much gratification from observing their students obtain employment with the skills and knowledge they have been taught in all or part of the thirteen business courses offered.

Knowing that their students have found a place for themselves in the business world and have had enriched personal lives because they chose business subjects has been the real reward.

OBJECTIVES OF BUSINESS AND OFFICE EDUCATION DEPARTMENT

I. TO EQUIP THE BUSINESS AND OFFICE EDUCATION STUDENTS WITH THE MARKETABLE SKILLS, KNOWLEDGE, AND ATTITUDES NEEDED AS BUSINESS EMPLOYEES OR AS SELF-EMPLOYED BUSINESS PERSONS.

II. TO DEVELOP THROUGH BOTH GENERAL AND SKILL COURSES GOOD CITIZENS WITHIN THE BASIC PATTERNS OF EDUCATION BY:

A. Leading students to see the necessity of maintaining physical and mental health through emphasis on good posture, good grooming, and personal appearance; insisting that students learn how to cope with office disagreements and frustrations.

B. Emphasizing diction, spelling, power of expression, accurate written and oral Engligh, and following directions, as an integral part of our economy.

C. Making it possible for students to enjoy a better standard of living as a result of teachings such as budgeting, bargain spending, and profitable investments.

D. Helping students find themselves through recognition of their opportunities and their abilities and how to go about finding the best jobs in terms of their abilities and interests.

E. Helping students understand the social and economic structure of their society and the necessity of their contributing to their social communities.

F. Encouraging the wise use of leisure time through profitable self-improvement.

G. Placing emphasis on high ideals--thoughtfulness and consideration for the interests and rights of others and attractiveness of offices and working surroundings.

H. Bringing students in contact with actual businesses through visits, speakers, interviews, and surveys.

I. Helping students to adjust to the rapidly changing work place through the use of new equipment and introduction to the changes in job opportunities.

STRENGTHS

1. The following advanced courses are available: Computerized Accounting, Advanced Typewriting/Word Processing, Administrative Support Occupations, and Shorthand.

2. Keyboarding/Typewriting is required of all students.

3. New or current textbooks are used in most courses.

4. A variety of supplementary books and materials are used.

5. The department has incorporated microcomputers in all courses.

6. A computer lab is equipped with 15 microcomputers and 15 printers. In addition, the other classrooms are equipped with 5 computers and 5 printers.

7. Keyboarding/Typewriting rooms are equipped with half electronic typewriters and half computers.

8. Electronic calculators, transcribing machines, and other up-to-date machines are available for appropriate courses.

9. Audio-visual equipment is available in the department and through the media center.

10. The student organization, Future Business Leaders of America, actively participates in district and state functions.

11. A planning period is provided for each teacher.

12. All business teachers are experienced and certified in their field.

13. A central inventory is maintained by the department chair.

NEEDED IMPROVEMENTS

1. Better guidance procedures to assist students in course selection are needed.

2. Additional equipment is needed--microcomputers, telephone system.

3. Additional storage space is needed.

4. Additional electric service is needed.

5. Classrooms need to be carpeted and acoustically treated.

6. Better recruitment for FBLA membership is needed.

SHORT-RANGE GOALS

1. Provide better career information that will help students relate their interests, needs, and abilities to occupational opportunities in business.

2. Make more courses available to more economically disadvantaged students.

3. Promote business and office education to students, faculty, and community by using various methods and materials.

4. Constantly re-evaluate the relevancy of our courses for today's students and the business environment.

5. Promote memberhip in FBLA through increased visibility and student participation.

LONG-RANGE GOALS

1. Make the physical facilities in our classrooms more in keeping with today's business and office environment.

2. Continue personnel development in order to keep abreast of changing procedures and technology.

3. Expose students in every course to current technology and provide them with the opportunity to develop skill and confidence in the use of computer software programs.

4. Conduct local surveys and study the data to determine necessary course modifications or additions.

ENROLLMENT SUMMARY

Total Enrolled	464
No. of Sections	23
VSO Members	164
Enrollment by Grades	
Tenth	144
Eleventh	126
Twelfth	194

Enrollment by Sex

Tenth	
male	57
female	87
Eleventh	
male	44
female	82
Twelfth	
male	87
female	107

Enrollment by Race

American Indian	61
Asian	3
Black	167
Hispanic	1
White	232

Enrollment by Courses

	Sections	Enrollment
6200 Principles of Business	2	36
6400 Introduction to Computers	1	17
6325 Business Math	2	45
6411 Computer Applications I	2	25
6535 Business Communications	1	22
6511 Keyboarding/Typewriting	6	167
6514 Advanced Typewriting/Word Processing	1	15
6531 Administrative Support I	1	20
6532 Administrative Support II	1	12
6521 Shorthand I	2	28
6522 Shorthand II	1	14
6311 Computerized Accounting I	2	46
6312 Computerized Accounting II	1	17

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TEXTBOOK EVALUATIVE CRITERIA
BUSINESS AND OFFICE EDUCATION
GRADES 7-12

Name of Course(s) _____

Textbook Title or Series _____ Copyright Date _____

Publisher _____ Author(s) _____

Evaluator _____ Date _____

Directions: Please mark the scale to indicate your assessment of how well each criterion is met.

Excellent = 4	Below Average = 1
Above Average = 3	Unsatisfactory = 0
Average = 2	Not Applicable = 0

	Excellent	Above Average	Average	Below Average	Unsatis-factory	Not Applicable
I. Content						
A. The content directly related to the philosophy of business education and to the N.C. Standard Course of Study, as reflected in Attachment #1.						
B. The content and terminology are up-to-date and reflect current developments in business technology.						
C. At appropriate places, textbook emphasizes the effects and uses of computers on business operations and/or individuals.						
D. At appropriate places, textbook initiates the use of computers to solve problems.						
E. Careers in business are adequately discussed.						
F. The content and reading levels are appropriate for the grade or course in which the book will be used.						
G. The textbook is adaptable for adequately meeting the needs of students of varying ability and interest levels.						
H. The content is free of social, economic, sexual, and ethnic biases.						
I. Topics are presented in a logical sequence and reflect the interrelationships of office activities or economic activities.						
J. Content is arranged so that the textbook can be used in a semester and/or year course.						
K. Major concepts and skills are reviewed.						
L. Simulated office activities are provided, especially in advanced units. These activities require setting priorities, organizing one's word and decision-making.						
M. Drills, problems and examples are realistic and relevant to the subject matter and current business practices.						
N. Sufficient drills and problems are given to accommodate differences in learning and skill-building ratos of students.						
O. Provision is made for independent and creative study.						
P. Exercises to develop skills in proofreading, word divison, spelling, punctuation, capitalization, and number usage are integrated in the textbook.						
Q. Exercises to develop computational and problem-solving skills are integrated in the textbook.						
R. In keyboarding/typewiting, nonsense sequences of letters are kept to a minimum; instead, ordinary words and sequences are introduced early.						
S. In shorthand, continuous automatic review of word building, principles and abbreviating devices are included.						

II. Format

	Excellent	Above Average	Average	Below Average	Unsatis-factory	Not Applicable
A. The teacher's edition/manual is available with the text and includes suggestions for planning, and managing, and evaluating instructional experiences.						
B. The textbook is effectively illustrated with appropriate and up to-date photographs, models, graphs, and diagrams.						
C. Photographs are free of social, economic, sexual, and ethnic biases.						
D. The page layout and design are attractive, suitable, and educationally valuable and the typography enhances readability.						
E. The cover is attractive, durable, functional, and appropriate. For example, Keyboarding/Typewriting books have a top binding.						
F. The table of contents is descriptive and the index is accurate, complete, and easy to use.						

III. Comments:

MICROCOMPUTER SOFTWARE EVALUATION: APPLICATION SOFTWARE

DESCRIPTION

Package Title _____

Version _____ Cost _____

Producer _____

Subject Area _____ Grade/Ability Level _____

Purpose:

_____

Medium of Transfer: _____ 5¼ Disk _____ 3½ Disk

_____

Type of Package: _____ Single Program _____ Integrated Program

_____

Required Hardware:

EVALUATION

RATING: Circle the letter abbreviations which best reflects your judgement. (Use the space following each item for comments.)

Check this box if this evaluation is based partly on your observation of student use of this package. ☐

Rating: Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable		
SA	A	D	SD	NA	1.	The documentation is clear and unambiguous.
SA	A	D	SD	NA	2.	Technical terms are adequately explained.
SA	A	D	SD	NA	3.	The documentation is accurate.
SA	A	D	SD	NA	4.	The documentation uses a logical, tutorial approach.
SA	A	D	SD	NA	5.	The directions are easy to follow.
SA	A	D	SD	NA	6.	Information in the documentation is consistent with the hardware.
SA	A	D	SD	NA	7.	Menus are carefully documented.
SA	A	D	SD	NA	8.	Interrelationships of menus are explained.
SA	A	D	SD	NA	9.	A comprehensive index is provided.
SA	A	D	SD	NA	10.	The screen is effectively used.
SA	A	D	SD	NA	11.	Commands used are logical and easily remembered.
SA	A	D	SD	NA	12.	Corrections are easily handled at all stages of operation.
SA	A	D	SD	NA	13.	Procedures exist for escaping from all stages of operation.
SA	A	D	SD	NA	14.	Minimum time is required to move from operation to operation.
SA	A	D	SD	NA	15.	Judicious use is made of the printer.
SA	A	D	SD	NA	16.	Intended users can operate the program without unwarranted assistance.
SA	A	D	SD	NA	17.	The program performs reliably (i.e., the result can be consistently achieved.).
SA	A	D	SD	NA	18.	The program logically achieves its intended purpose.
SA	A	D	SD	NA	19.	Procedures used are comparable to those that business would use.

Note: Complete rating sheet before responding to these items.

20. Describe the major strengths of the software package:

21. Describe the major weaknesses:

22. Describe the potential use of the software package in classroom settings.

23. _____ I would use or recommend use of this package.

_____ I would not use or recommend this package.

Reviewer's Name _____ Date _____

Software Evaluation Form

Reviewer's Name: _____ Date of Review: _____

Address/Phone: _____ ( ) _____

Program Title _____ Medium: ___ 5¼" disk; ___ 3½" disk

Package Title _____ Copyright Date (if any) _____

Microcomputer (brand, model, memory) _____

Necessary Hardware _____

Producer _____ Author(s) _____

Back-up Copy Policy _____ Cost _____

PART 1

Program Overview and Description

1. Subject area and specific topic _____
2. Prerequisite skills necessary _____
3. Appropriate grade level (circle) 1 2 3 4 5 6 7 8 9 10 11 12 college
4. Type of program (check one or more)

___ Simulation	___ Testing
___ Educational Game	___ Classroom Management
___ Drill and Practice	___ Other (specify) _____
___ Tutorial	_____
___ Problem Solving	___ Remediation
___ Authoring System	___ Enrichment

5. Appropriate group instructional size: ___ individual ___ small group ___ class
6. Is this program an appropriate instructional use of the computer? _____
7. Briefly list the program's objectives. Are they clearly stated in the program or in the documentation? Are they educationally valuable? Are they achieved?
8. Briefly describe the program. Mention any special strengths or weaknesses.

PART 2

Evaluation Checklist

Please check Yes, No, or Not Applicable for each question below. To add information, or to clarify an answer, use "Comments" at the end of each section.

Yes	No	N/A	EDUCATIONAL CONTENT
____	____	____	1. Is the program content accurate?
____	____	____	2. Is the program content appropriate for intended users?
____	____	____	3. Is the difficulty level consistent for material, interest, and vocabulary?
____	____	____	4. Is the program content free of racial, sexual, or political bias?

Comments: _____

_____

Yes	No	N/A	PRESENTATION
____	____	____	1. Is the program free of technical problems?
____	____	____	2. Are the instructions clear?
____	____	____	3. Is the curriculum material logically presented and well organized?
____	____	____	4. Do graphics, sound, and color, if used, enhance the instructional presentation?
____	____	____	5. Is the frame display clear and easy to read?

Comments: _____

_____

Yes	No	N/A	INTERACTION
____	____	____	1. Is the feedback effective and appropriate?
____	____	____	2. Do cues and prompts help students to answer questions correctly?
____	____	____	3. Can students access the program "menu" for help or to change activities?
____	____	____	4. Can students control the pace and sequence of the program?
____	____	____	5. Are there safeguards against students "bombing" the program by erroneous inputs?

Comments: _____

_____

Yes	No	N/A	TEACHER USE
____	____	____	1. Is record-keeping possible (within the program or through documentation worksheets)?
____	____	____	2. Does teacher have to monitor student use?
____	____	____	3. Can teacher modify the program?
____	____	____	4. Is the documentation clear and comprehensive?

Comments: _____

_____

PART 3

Overall Evaluation

CHECK ONE.

____Excellent program. Recommend without hesitation.

____Pretty good program. Consider purchase.

____Fair. But might want to wait for something better.

____Not useful. Do not recommend purchase.

BUSINESS AND OFFICE EDUCATION ADVISORY COMMITTEE INFORMATION

No one in the community knows the standard of performance in business in the community as well as the businessperson. Therefore, businesspeople are best qualified to advise school authorities and business teachers on such topics as training required, knowledge and skill needed, and attitudes to be developed--hence, the formation of an advisory committee.

The formal advisory committee for business and office education is "an all-inclusive group of representative business leaders and employers of office occupations students." This committee is formally appointed by school authorities. This advisory group offers advice on business trends, training stations, training needs, and, in general, aids in the promotion of the business education program in the community.

The advisory committee strengthens the program immeasurably by creating among the businesspeople a desire to deal with one recognized agent of the school--the Business and Office Education department chair. It also strengthens the coordinator's position in dealing with businesspeople. It enables the businessperson to distinguish between the cooperative students and students who are working but not enrolled in the cooperative programs. When the community does not know the difference between these two school groups, undeserved criticism of the cooperative programs can result.

Another very valuable contribution made by this committee is reviewing course outlines. This aligns our teaching outlines with the information which businesspeople identify as needed by prospective employees.

ADVANTAGES OF ADVISORY COMMITTEE

1. Provides link between the school business department and business
2. Give coordinator opportunity to explain vocational education program
3. Offers opportunity to determine long-range need and plans for community
4. Builds interest and confidence in program and establishes teacher coordinator as integral part of business community.

FUNCTIONS OF AN ADVISORY COMMITTEE

1. Establishes in minds of businesspeople the extent of training given to students.
2. Implements policies which establish vocational education program as an educational program--not employment service
3. Assists with planning, conducting, and analyzing surveys in community
4. Advises coordinator of trends in training needs
5. Makes contribution based on knowledge and experience
6. Provides realistic evaluation of instruction

ORGANIZATION OF ADVISORY COMMITTEE

Size and Composition of Committee

1. Numbers on committee will vary--5 to 8 members make good, workable committee
2. Representatives from cross-section of businesses in community
3. Select 5 to 8 educational representatives

Whom to Appoint

1. Select individuals who employ cooperative students
2. Those who seem to have sincere interest in true objectives of program
3. Select members who are recognized as leaders
4. Select members who are willing to give time to participate

How to Appoint

1. Prepare a list of qualified people whom you would like to have serve
2. Discuss with superintendent, principal, and local director and get approval
3. Ask superintendent to send letters inviting them to serve
4. Department chair should follow up each letter with a visit and explain purpose

Term of Membership

1. A regular system of replacement preferred
2. A rotation system injects "new blood"
3. Members usually serve 3 years
4. Provision should be made for staggered replacement
5. Reappoint members if they have proven to be valuable contributors

DUTIES OF BOE DEPARTMENT CHAIR

1. Familiarize committee with philosophy, purpose, and general operational patterns.
2. Guide the direction of advisory member
3. Plan and organize meetings

NUMBER AND NATURE OF MEETINGS

1. There is no general accepted policy concerning number
2. Call meetings when there is business to discuss or help needed
3. Sufficient notice must be given for each meeting
4. Send out agenda in advance; also distribute agenda at meeting

DEVELOPING RESPONSIBILITY FOR THE PROGRAM

1. Committee needs to feel responsibility toward vocational education program
2. Members know that their advice is needed and respected
3. Department chair should give members periodic reports of progress
4. Invite committee members to visit classes and to make talks to students

HOW AN ADVISORY COMMITTEE OPERATES

An effective advisory committee will develop an organizational pattern to meet its needs. The leadership provided by the committee's officers and the support provided by school staff personnel will determine the ease of difficulty the committee will experience in discharging its responsibilities.

1. The advisory committee has been appointed for a purpose and exists as a formal organization.

2. The selection of a chairperson and a vice chairperson should be made from the lay membership of the committee.

3. The secretary of the committee might be a staff member of the school and provide the clerical function for the committee.

4. Faculty and school administrators:
   a. Provide the committee with information it need to carry out its responsibilities
   b. Are encouraged to act as resource personnel and staff for the committee

5. The duties and responsibilities of officers should be specified

6. The lines of communication of how information is transmitted should be specified.
   a. Distribution of minutes
   b. Reports and recommendations

7. Frequency of meetings.
   a. Overall committee
   b. Subcommittees
      (1) standing committees
      (2) ad hoc committees

8. The advisory committee advises or assists in such matters as:
   a. Providing current information
   b. Placing students and graduates
      (1) cooperative education
      (2) entry level positions
   c. Arranging field trips, customer work, work experience, guest speakers, and other aids to learning
   d. Providing opportunities for instructors to update and improve their skills

ADVISORY COMMITTEE

FIRST MEETING

It is recommended that a member of the school administrative staff, either the superintendent of schools or his/her designee, serve as temporary chair of the first advisory committee meeting. The first meeting provides an opportunity for the top school administrator to welcome the committee members, to thank the members for their cooperation and to express views concerning the committee's functions.

AGENDA FOR FIRST MEETING

The first meeting will differ from subsequent meetings in that most of the time will be spent in the orientation of the members. The agenda for the first meeting should include:

1. Welcome and remarks by the chief school administrator

2. Introduction of and biographical information about members of the committee. (This can be in the form of a handout/brochure.)

3. A statement of the role of the committee and how it is expected to be of assistance to the school and vocational education programs.

4. The names and brief biographical information of the school officials.

5. A brief sketch of the hisory and background of the school.

6. A statement on the nature and objectives of the school and programs.

7. A statement on the nature and objectives of the various programs.

8. A brief outline of problems of the school or of a specific program.

9. A summary of future plans for expansion of the school or a specific program.

10. A summary of standard specified in legislative acts for Vocational Education.

11. Organization of the committee:

    a. Selection of chair and secretary

    b. Selection of dates and times for meetings

    c. Adoption of constitution and bylaws or set of rules to govern the conduct of meetings

12. Adjournment

SAMPLE BYLAWS FOR ADVISORY COMMITTEE

ARTICLE I: Name of Committee

The name of the committee shall be _____.

ARTICLE II: Objectives

The objective of the _____ Advisory Committee shall be to assist the school to bring about cooperation and coordination of community resources which my be of value to the schools in the operation of the occupational education programs. In achieving this purpose, the Advisory Committee shall provide the assistance in:

1.
2.
3.

ARTICLE III: Members

Section 1. Composition of Advisory Committee
Section 2. Selection of Members
Section 3. Term of Office
Section 4. Voting Rights
Section 5. Termination of Membership
Section 6. Resignation
Section 7. Vacancy

ARTICLE IV: Officers

Section 1. Officers. The officers of the Advisory Committee shall be _____.
Section 2. Election and Term of Office
Section 3. Removal
Section 4. Vacancy
Section 5. Chairperson
Section 6. Vice Chairperson
Section 7. Secretary

ARTICLE V: Committees

Section 1. Standing and Special Committees
Section 2. Membership
Section 3. Term of Office
Section 4. Rules
Section 5. Quorum
Section 6. Vacancy

ARTICLE VI: Meetings of Advisory Committee

Section 1. Regular Meetings
Section 2. Special Meetings
Seciton 3. Place for Meetings
Section 4. Notice of Meetings
Section 5. Decisions of Advisory Committee
Section 6. Quorum
Section 7. Conduct of Meetings. All regular and special meetings of the Advisory Committee shall be conducted in accordance with Robert's Rules of Order or in accordance with an appropriate adaptation thereof.

ARTICLE VII: Amendments

These bylaws may be amended at any time by _____

_____

_____

ADVISORY COMMITTEE PROGRAM OF WORK

This material suggests some activities and services from which the Advisory Committee may choose projects for a two- or three-year Program of Work. It may also serve as a description of some of the responsibilities of the Advisory Committee.

A. INSTRUCTIONAL PROGRAM:

- Assist in the development and review of course content to assure that it meets the changing skill and knowledge needs of business
- Evaluate physical conditions, adequacy of equipment, and layout of office laboratories
- Assist in obtaining needed school supplies and equipment--on loan as gifts, or at special rates.
- Assist in the establishment of standards of proficiency to be met by students
- Assist in the development of related courses for on-the-job training
- Arrange field trip for business teachers, students and counselors
- Provide sample kits, charts, and posters, etc., for exhibit and instructional purposes in high school business departments

B. TEACHER ASSISTANCE:

- Arrange meetings of business teachers to establish cooperative relationships between schools and businesses
- Assist in arranging summer employment for business teachers
- Conduct clinics and inservice training programs for business teachers
- Arrange for substitute or resource instructors from business to assist regular teachers
- Provide awards, prizes, or some kind of recognition for outstanding business teachers

C. PUBLIC RELATIONS:

- Provide speakers to address trade and civic groups concerning high school business programs
- Provide news stories concerning outstanding high school programs to magazines published for specific business groups
- Provide news stories concerning the high school business program to local news media
- Attend meetings in support of vocational education which may be called by local and state school officials, boards, and legislative groups
- Participate in radio and television programs designed to "sell" high school business programs to the public
- Advise employees and their families concerning high school business programs by posting information on bulletin boards, placing news stories in company bulletins, and inserting enclosures in pay envelopes

D. STUDENT RECRUITMENT, SELECTION, AND PLACEMENT:

- Encourage students (and parents) to consider business education programs through visits to "feeder schools," speeches to civic clubs, career day meetings, etc.
- Provide information concerning desirable aptitudes, work habits, education and experience backgrounds needed for entry-level office jobs
- Provide vocational guidance literature to business teachers, counselors, and students
- Assist and participate in occupational surveys
- Assist in placing students in part-time office jobs during school year or summer vacations
- Assist in placing high school graduates in office jobs

E. STUDENT RECOGNITION:

- Provide scholarships and other financial assistance for outstanding business graduates who wish to continue their education
- Provide means of recognition to outstanding business students
- Serve as judges, workshop presenters, and guest speakers for vocational student organization activities

FUTURE BUSINESS LEADERS OF AMERICA MATERIALS

Directions: Listed below are FBLA materials and the addresses to use when ordering. Please note that there is a charge for some items from the FBLA National Office and for all items from Balfour Supply.

North Carolina FBLA State Office -- 116 W. Edenton St., Room 592, Education Building, Raleigh, NC 27603-1712

___NC-FBLA State Handbook
___Handbook for Advisers
___State Awards Program Guidelines
___Planning Effective Programs
___New/Reactivate Chapter Packet
___FBLA Fact Sheet
___Guide for Integrating FBLA Into the Classroom
___District Officer/Adviser Handbook
___State OfficerCandidate Guide
___North Carolina Business Leader
___FBLA Folder
___NC-FBLA Brochure
___"Getting Involved" (16mm film, available for loan)
___Radio Announcements (tape, available for loan)
___Parliamentary Procedure (filmstrip, available for loan)
___"Imagine" (7 min. video, available for loan)
___NC-FBLA Keychains ($1)

National FBLA Office -- FBLA-PBL, Inc., P.O. Box 17417-Dulles, Washington, DC 20041

___Tomorrow's Business Leader
___Adviser's Guide to Tomorrow's Business Leader
___Hotline
___Chapter Planning Packet
___New/Reactivate Chapter Packet
___Public Relations Tool Kit ($25)
___Videos
- "Getting Involved" ($20)
- "Imagine" ($20)

Balfour Supply Service -- 11722 Parklawn Drive, Rockville, MD 20852

Chapter Management Tools
___FBLA-PBL National Handbook
___Developing Effective Programs and Activities in FBLA-PBL
___Membership Promotion Leaflet
___Free Enterprise Poster
___Profit Poster
___National Awards Program Guidelines
___NLC Winning Reports
___Workshop Outlines
___Presentation Folder

Chapter/Member Promotion Items
___FBLA-PBL logo items
___Officer/Member Pins
___Logo Jewelry
___Decals
___Pennants
___Gavels
___Scrapbooks
___Notebooks
___Mugs
___Trophies
___Plaques
___Banners
___Blazers
___Tee Shirts, Sweatshirts, Sweaters
___Embroidered Patches

BUSINESS AND OFFICE EDUCATION MATERIALS

Directions: Listed below are materials that can be obtained from Business and Office Education, Department of Public Education, Education Building, 116 W. Edenton St., Raleigh, NC 27603-1712. Please order only materials appropriate for the classes you teach.

I. Curriculum Materials

A. Competency List

___Administrative Support Occupations I
___Administrative Support Occupations II
___Advanced Typewriting/Word Processing
___Business Communications
___Business Data Processing Occupations I
___Business Data Processing Occupations II
___Business Law
___Business Management
___Business Math
___Computer Applications I
___Computer Applications II
___Computerized Accounting I
___Computerized Accounting II
___Introduction to Computers
___Keyboarding/Typewriting
___Principles of Business
___Recordkeeping
___Shorthand I
___Shorthand II
___Small Business/Entrepreneurship

B. Guides

___Business Education Department Chair's Handbook
___Business Education Room Designs
___Computer Applications Course Guide
___Desktop Publishing In Business & Office Education
___Education for Business, Revised 1988
___Educator's Guide To Telecommunications
___IBM Assistance Series, Teacher's Guide
___Policies and Standards for Cooperative Education
___Small Business/Entrepreneurship Course Guide
___Vocational Education Program of Studies

C. Microcomputer Projects

1. **Word Processing**
   ___Exercises for the Microcomputer Using Scripsit
   ___Superscripsit Exercises
   ___Word Processing Administrative Functions
   ___Word Processing Concepts
   ___Word Processing Correspondence Functions
   ___Teaching the Use of AppleWriter
   ___Word Processing Simulation: Form Letters
   ___Written Communication Simulations
2. **Data Base Management**
   ___Using Profile III Plus (TRS-80 Model III&IV)
   ___Individualized Filing Projects
   ___Using a Data Base Management Program (2 projects)
3. **Desktop Publishing**
   ___Desktop Publishing in Business and Office Education
4. **Telecommunications**
   ___Using Telecommunications in Various Business Courses
5. **Integrated Packets**
   ___pfs: First Choice Activities
   ___IBM Assistant Series Activities
   ___The Baron Shop
   ___The Holiday Shop

II. **Audio-Visual Materials (Available for Loan)**

___Telecommunications Technology and Devices--MPC Educational Publishers
Consists of 43 slides, cassette tape and teacher's guide

___Electronic Mail--MPC Educational Publishers
Consists of 28 slides, cassette tape and teacher's guide

___Records Management--MPC Educational Publishers
Consists of 31 slides, cassette tape and teacher's guide

___SUCCESSFUL KEYBOARDING: An Elementary Approach--South Western Publishing Company
Consists of 2 video tapes and teacher's guide

___DeskSet II--School Television Series
Consists of three 30-minute programs on 2 video tapes and teacher's guide

___Keys to the Office--School Television Series
Consists of eight 15-minute programs on 2 video tapes and teacher's guide

___The Employment Interviews--MPC Educational Publishers
Consists of 40 slides, cassette tape, and teacher's guide

___The Employment Interview for High School Students--Johnson/Randolph Video Production
Consists of 30-minute video tape

___Working--Metropolitan Life
Consists of 15-minute video tape

___Open for Business--Maryland Instructional TV
Consists of six 30-minute video tapes

___I Can Do It! The American Entrepreneurship Series--National Federation of Independent Business
Consists of 50-minute video tape divided into 4 units with teacher's manual and lesson plan

___Understanding Taxes--Internal Revenue Service
Consists of 14 lessons, transparencies and nine 15-minute video programs

III. **Transparencies (Available for Loan)**

___Teleconferencing--10 transparencies with guide
___Telecommunications--10 transparencies with guide
___Communicating Word Processors & Intelligent Copiers/Printers--10 transparencies with guide
___Intelligent Telephones and Networking--10 transparencies with guide
___Voice Message Systems--10 transparencies with guide
___Telex, TWX & Facsimile--10 transparencies with guide
___Computer Literacy--50 transparencies with guide

IV. **Other**

BOE Facts and Figures

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Activities and procedures within the Division of Vocational Education are governed by the philosophy of simple fairness to all. Therefore, the policy of the Division is that all operations will be performed without regard to race, sex, color, national origin, or handicap.